

| <b>Component 3a: Communicating Clearly and Accurately</b> |   |   |   |  |
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| <b>ELEMENT</b>  | <b>LEVEL OF PERFORMANCE</b>   |   |   |  |
|   | <b>UNSATISFACTORY</b>   | <b>BASIC</b>  | <b>PROFICIENT</b>   | <b>DISTINGUISHED</b>   |
| <b>Directions and Procedures</b>                          | Teacher directions and procedures are confusing to students.  | Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.  | Teacher directions and procedures are clear to students and contain an appropriate level of detail.                   | Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.              |
| <b>Oral and Written Language</b>                          | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused. | Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds. | Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. | Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. |

| <b>Component 3b: Using Questioning and Discussion Techniques</b> |   |   |   |   |
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| <b>ELEMENT</b>   | <b>LEVEL OF PERFORMANCE</b>   |   |   |   |
|  | <b>UNSATISFACTORY</b>   | <b>BASIC</b>  | <b>PROFICIENT</b>   | <b>DISTINGUISHED</b>  |
| <b>Quality of Questions</b>                                      | Teacher's questions are virtually all of poor quality.  | Teacher's questions are a combination of low and high quality. Only some invite a response. | Most of teacher's questions are of high quality. Adequate time is available for students to respond.    | Teacher's questions are of uniformly high quality, with adequate time for students to respond, Students formulate many questions.       |
| <b>Discussion Techniques</b>                                     | Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers. | Teacher makes some attempt to engage students in a true discussion, with uneven results.    | Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side. | Students assume considerable responsibility for the success of the discussions, initiating topics and making unsolicited contributions. |
| <b>Student Participation</b>                                     | Only a few students participate in the discussion.  | Teacher attempts to engage all students in the discussion, but with only limited success.   | Teacher successfully engages all students in the discussion.  | Student themselves ensure that all voices are heard in the discussion.  |

| <b>Component 3c: Engaging Students in Learning</b> |  |   |   |  |
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| <b>ELEMENT</b>                                     | <b>LEVEL OF PERFORMANCE</b>  |   |   |  |
|  | <b>UNSATISFACTORY</b>  | <b>BASIC</b>  | <b>PROFICIENT</b>   | <b>DISTINGUISHED</b>   |
| <b>Representation of Content</b>                   | Representation of content is inappropriate and unclear or uses poor examples and analogies.  | Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.            | Representation of content is appropriate and links well with students' knowledge and experience.                          | Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.   |
| <b>Activities and Assignments</b>                  | Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. | Some activities and assignments are appropriate to students and engage them mentally, but others do not.  | Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.         | All students are cognitively engaged in the activities and assignments in their explorations of content. Students initiate or adapt activities and projects to enhance understanding.                        |
| <b>Grouping of Students</b>                        | Instructional groups are inappropriate to the students or to the instructional goals.  | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.      | Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.             |
| <b>Instructional Materials and Resources</b>       | Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.                | Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.         | Instructional materials and resources are suitable to the instructional goals and engage students mentally.               | Instructional materials and resources are suitable to the instructional goals and engage students mentally. Student initiate the choice, adaptation, or creation of materials to enhance their own purposes. |
| <b>Structure and Pacing</b>                        | The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.                           | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.         | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. | The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.   |

| <b>Component 3d: Providing Feedback to Students</b>               |  |   |   |   |
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| <b>ELEMENT</b>  | <b>LEVEL OF PERFORMANCE</b>                                      |   |   |   |
|   | <b>UNSATISFACTORY</b>  | <b>BASIC</b>  | <b>PROFICIENT</b>                                     | <b>DISTINGUISHED</b>  |
| <b>Quality: Accurate, Substantive, Constructive, and Specific</b> | Feedback is either not provided or is of uniformly poor quality. | Feedback is inconsistent in quality: Some elements of high quality are present; others are not. | Feedback is consistently high quality.                | Feedback is consistently high quality. Provision is made for students to use feedback in their learning.          |
| <b>Timeliness</b>   | Feedback is not provided in a timely manner.                     | Timeliness of feedback is inconsistent.   | Feedback is consistently provided in a timely manner. | Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning. |

| <b>Component 3e: Demonstrating Flexibility and Responsiveness</b> |   |  |   |  |
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| <b>ELEMENT</b>  | <b>LEVEL OF PERFORMANCE</b>   |  |   |  |
|   | <b>UNSATISFACTORY</b>   | <b>BASIC</b>   | <b>PROFICIENT</b>   | <b>DISTINGUISHED</b>   |
| <b>Lesson Adjustment</b>  | Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.   | Teacher attempts to adjust a lesson, with mixed results.   | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.   | Teacher successfully makes a major adjustment to a lesson.   |
| <b>Response to Students</b>                                       | Teacher ignores or brushes aside students' question or interests.   | Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.               | Teacher successfully accommodates students' questions or interests.   | Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.   |
| <b>Persistence</b>  | When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use. | Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources for the school. |